

Education

A. This section should be initially completed by an individual or group of individuals designated by the information technology committee to be the section leader(s).

Education factors to assess:	yes	no	future actions
Does the public school system have a technology plan?	<input type="checkbox"/>	<input type="checkbox"/>	
Is technology integrated throughout the K-12 curriculum? The International Society for Technology in Education (ISTE) has prepared suggested national technology standards which can serve as a guide (http://cnets.iste.org).	<input type="checkbox"/>	<input type="checkbox"/>	
Has the public school system devised a life cycle funding plan for technology incorporating total cost of ownership?			
Are teachers continually trained to use information technology as a teaching tool?	<input type="checkbox"/>	<input type="checkbox"/>	
Are administrators and support staff continually trained to use information technology as an administrative tool?	<input type="checkbox"/>	<input type="checkbox"/>	
Are students required to attain or demonstrate some level of technology proficiency at particular grade levels?	<input type="checkbox"/>	<input type="checkbox"/>	
Are computers, in laboratory or classroom settings, available for daily use by all students?	<input type="checkbox"/>	<input type="checkbox"/>	
Is the Internet available and used in the classroom as a teaching aid and not simply for browsing?	<input type="checkbox"/>	<input type="checkbox"/>	
Are school computers networked within and between schools in the local systems?	<input type="checkbox"/>	<input type="checkbox"/>	
Are youth involved in technology projects with target groups (i.e., senior citizens, businesses, etc.) within the community?	<input type="checkbox"/>	<input type="checkbox"/>	
Do schools have Web pages with information about programs, current events, student and teacher achievements, and PTA information?	<input type="checkbox"/>	<input type="checkbox"/>	
Do schools have interactive Web pages including access to homework assignments?	<input type="checkbox"/>	<input type="checkbox"/>	
Does the public school system utilize a Web-enabled student information system to display password-protected attendance and achievement?	<input type="checkbox"/>	<input type="checkbox"/>	
Are students, teachers, parents, and administrators using e-mail to communicate?	<input type="checkbox"/>	<input type="checkbox"/>	
Are two-way interactive distance learning and/or Web-based courses used to expand course offerings for students?	<input type="checkbox"/>	<input type="checkbox"/>	

B. This section should be initially completed by an individual or group of individuals designated by the information technology committee to be the section leader(s).

On a scale of 1 to 4, evaluate education's e-readiness:¹

- 1 Information technology is not integrated into the curriculum or the school's operations. 70% of classrooms have Internet connections with computers; 50% of teachers and administrators have e-mail accounts; pupil-to-multimedia/Internet-connected computer ratio is 7:1.
- 2 Information technology is beginning to be integrated into the curriculum and the school's operations. 80% of classrooms have Internet connections with computers; 100% of teachers and administrators have e-mail accounts. 50% of teachers have been trained to use the Internet for instruction; pupil-to-multimedia/Internet-connected computer ratio is 5:1.
- 3 Information technology is integrated into much of the curriculum and the school's operations. 90% of classrooms have Internet connections with computers; 100% of the teachers are trained to use the Internet for instruction; pupil-to-multimedia/Internet-connected computer ratio is 3:1.
- 4 Schools are highly networked environments; 100% of classrooms have Internet connections with computers. 100% of teachers are trained to use the Internet for instruction; pupil-to-multimedia/Internet-connected computer ratio is 1:1. All schools have an interactive Web site including access to homework assignments and e-mail contact with teachers and administrators.

What are our strengths in the area of education's e-readiness?

What resources and assets are available in the community to address education's e-readiness? What resources and assets are available regionally or in the state?

List of Nebraska distance learning resources:

<http://www.nebraska.gov/education/html/2/37/60/index.phtml>

Nebraska Rubric of Essential Technology Conditions for K-12 schools:

<http://www.nde.state.ne.us/TEHCEN/downloads/NE%20RETC.pdf>

Nebraska Student Essential Learnings in Technology:

http://www.nde.state.ne.us/TEHCEN/downloads/student_essential.pdf

North Central Regional Education Laboratory:

<http://www.ncrel.org/>

¹ These assessment factors have been adapted from the *CSPP Readiness Guide* (<http://www.cspp.org>).

What are some ways in which education's e-readiness could be strengthened?

Does a more thorough assessment of this area need to be made? Yes No

C. These questions should be discussed and answered by the entire information technology committee or have community members provide input on these questions at a community forum.

In two to five years, how would you like your community to score in this area?²

- 1 Information technology is not integrated into the curriculum or the school's operations. 70% of classrooms have Internet connections with computers; 50% of teachers and administrators have e-mail accounts; pupil-to-multimedia/Internet-connected computer ratio is 7:1.
- 2 Information technology is beginning to be integrated into the curriculum and the school's operations. 80% of classrooms have Internet connections with computers; 100% of teachers and administrators have e-mail accounts. 50% of teachers have been trained to use the Internet for instruction; pupil-to-multimedia/Internet-connected computer ratio is 5:1.
- 3 Information technology is integrated into much of the curriculum and the school's operations. 90% of classrooms have Internet connections with computers; 100% of the teachers are trained to use the Internet for instruction; pupil-to-multimedia/Internet-connected computer ratio is 3:1.
- 4 Schools are highly networked environments; 100% of classrooms have Internet connections with computers. 100% of teachers are trained to use the Internet for instruction; pupil-to-multimedia/Internet-connected computer ratio is 1:1. All schools have an interactive Web site including access to homework assignments and e-mail contact with teachers and administrators.

How would you prioritize education's e-readiness?

- 1 Low priority
- 2 Medium priority
- 3 High priority
- 4 Highest priority

² These assessment factors have been adapted from the *CSPP Readiness Guide* (<http://www.cspp.org>).